Remote learning policy September 2020

John Wilkinson Primary School and Nursery

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

Approved by:	Governors of John Wilkinson Primary School and Nursery	Date: September 2020
Last reviewed on:	September 2020	
Next review due by:	September 2021 or unless significant changes occur.	

<u>**Aims**</u>

This remote learning policy:

- Set out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

- Aims to ensure consistency in the school's approach to remote learning

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for data protection and safeguarding

<u>**Background**</u>

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

<u>**Situations in which home learning will be required**</u>

The nature of home learning may vary depending on the situation:

- A child self-isolating

- A bubble/group self-isolating

- Whole school closure due to shut down.

The school has considered how to continue to improve the quality of their existing curriculum, and has a strong contingency plan in place for remote education provision.

The school will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations

- give access to high quality remote education resources

- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

- recognise that support for parents to understand where children are thinking about previous learning, where explanation and new learning is occurring, where children are practicing new learning, where pupils are reflecting or reviewing will form part of the provision.

- provide activities that are accessible for parents to understand and for children to understand. Modelling is effective, clear instructions are necessary and clear examples should be provided.

    - parents support for older children where the concepts are sometimes difficult. Provide parents support in understanding terminology or processes.

- provide correct models for younger children e.g. phonics correct pronunciation so children have access to accurate learning experiences and parents feel confident.

- provide packs to some children with no IT access. This may mean some additional resourcing. If children are using an online tool for practicing times tables then teachers should provide an alternative for children with packs.

When teaching remotely the school will:

Set work so that pupils have meaningful and ambitious work each day in a number of different subjects. This will be broad and balanced across the curriculum and reflect the usual pattern for the weekly timetable and the planning which was in place where possible. Daily there will be:

1. Phonics Key stage 1 /Reading /Spelling

2. Writing

3. Mathematics

4. Broader curriculum – access to science, art and design, computing, design and technology, geography, history, Modern foreign languages (Key stage 2), music, PE, PSHE. As we follow our usual annual curriculum plan, it may be that a subject is not represented but will be completed in a later term.

Teachers will ensure they:

- o Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject

- o Provide frequent, clear explanations of new content, sometimes delivered by recording by a teacher in the school or through high-quality curriculum resources or videos. Occasionally live lessons/assemblies will be provided but this will be limited due to the difficulties it presents for parents with more than one child and limited access to computers.

- o Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks. Children's work will be checked daily and reposes put onto the VLE for children to consider. Please note children need to reopen their homework and scroll down to see teachers' comments.

- o Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- o Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. We will not be expecting children to sit on their devices for the whole day. Activities will be balanced to ensure children access the indoors and outdoors, that they remain active and healthy.

- o Emphasise what is important to learn and remember. This will vary for each age group and sometimes for groups within an age range.

- o Prioritise important concepts

- o Build learning so children can move from what they know to experience of new learning and indicate through icons when this occurs so parents fully understand whether the work is revision, new learning, consolidation etc.

- o Develop breadth in learning

- o Develop schema

- o Facilitate pastoral support for remote learners

Government resources are available to support teachers with remote learning.

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

The school will consider these points in relation to the pupils' age, stage of development or special educational needs, for example, where this would place significant demands on parents' help or support.

Providing pastoral care remotely (see https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#providing-pastoral-care-remotely)

Where pupils are required to remain at home a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety. We advise that parents follow Public Health England's guidance for parents and carers, which suggests routine, can give children and young people an increased feeling of safety in the context of uncertainty.

One-to-one PSHE sessions can be provided in some circumstances with Headteacher approval. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). A parent would be required to supervise the call.

Roles and responsibilities

Teaching staff

All teaching staff have a central role in the organisation and delivery of remote learning for children who are not attending school. They will be responsible for the remote learning for their class and for providing feedback to remote learners daily. We acknowledge that this may put additional demands on teachers due to adaptation of planning and would recommend that both teachers and TA work together to support this being completed within the school day or during PPA or directed time. Remote learning access must be available for the first day of absence as directed by the DFE.

We will ensure children have high quality remote learning whilst the well-being and work life balance for all staff is maintained through working in a manageable system.

Remote learning will include consideration of vulnerable groups, children with SEND, children with mental health and wellbeing issues and some children without IT available. The Safeguarding lead, SENDCO and PSHE coordinator will provide support to staff to support remote learning for groups or secure outside agency input.

Some teachers will continue to provide remote live learning for children from home for all or part of the day if they are at home self-isolating but are well in themselves and have capacity to do so. This will be discussed, and agreed, with the Headteacher. Some staff may be able to provide daily planning and work papers whist not being able to deliver lessons remotely from home.

If a teacher is ill and remote learning is underway, we will ensure that work is posted in the teacher's absence. Marking and feedback may differ during the short period the teacher is off work ill.

Communication - Remote learning provides opportunity for communication, which is a key element in maintaining wellbeing and safeguarding of children. Our remote learning will:

- o Allow communication with parent for feedback and safeguarding purposes
- o Allow communication with children for feedback and safeguarding purposes
- o Communication will be manageable for staff. If we return to lockdown staff working from home should only provide feedback at three points within a day to ensure staff do not have to stay online for prolonged periods. Staff working at school should provide feedback at one point in the day to ensure this balances workload. Support staff may be able to help teachers with feedback and if this is the case, more frequent feedback can be achieved.
- o Communication allows teachers to assess children's work. Ongoing assessment will inform planning so teachers can decide when it is right to move on and when children need repetition for over learning and retention.
- o Contact should remain via the VLE or by phone calls made at school only. Teachers should not e-mail parents direct and should not receive e-mails direct even to their work e-mail

address. Teachers should not answer emails outside of working hours. Any e-mails should be organised via the school administrator's office so they are easily checked and filtered by the Headteacher.

- o Any complaints or concerns shared by parents and pupils especially safeguarding concerns must be directed to the Headteacher or safeguarding leads.

- o A daily record will be kept of engagement with remote learning. If children are not completing work set via the remote learning platform it is essential that this be addressed to protect children and prevent attainment gaps widening. Please call the family, and discuss why there is no response to remote learning and advise parents how their children will benefit from engagement with the learning or school community. Some parents may choose not to engage but the school will have called them to ask that they consider this carefully and engage in some ways if possible. Calls made to families not completing work should be made with full and sensitive regard to the individual family's circumstances and take full account that the Covid-19 outbreak may have impacted families in indeterminable ways that could be unknown to the school. Non-engagement will be monitored by the safeguarding lead or head teacher. Educational welfare officer support will be sought for children at risk or who are not engaging for reasons other than parental choice.

SEND - Remote learning for SEND children has been difficult as they often receive high levels of support in their classroom. It is important that teachers are liaising with parents of SEND pupils to ensure the work set is accessible and the child is not under undue stress. Teachers should be very clear about what the child can complete independently and where they will require support. Additional opportunities for overlearning key ideas and concepts may be required e.g. spelling words from previous lists, number bonds etc.

- o Work will be personalised for children with ECHP or graduated support.

- o Work for children with personalised learning plans will be provided. This may be the same work as other children in the class for some subjects e.g. reading, writing but may need to be tailored for some aspects of the curriculum e.g. Maths.

- o TA support will be offered via feedback on the VLE if required. TA can also differentiate work under the guidance of the teacher or provide continuity with previously established catch up programmes.

- o SENCO will offer feedback from parental communication

- o Teachers should be aware of children or families who require additional support and provide this themselves, through TA or through appropriate channels e.g. designated lead, SENDCO

Expectations -The VLE must be manageable for staff, maintain reasonable work life balance, and maintain well-being by not placing undue stress on staff. Decisions on managing will include staff consultation and practice will be adapted as feedback highlights the strengths and weaknesses of the systems put in place.

The vast majority of parents felt the amount of work set during lockdown was appropriate.

An updated parents' guide should be provided to parents.

Expectations should be realistic in term of what families with more than one child might be able to manage.

Staff remain mindful that some parents are working from home and supporting remote learning for their children; this is the cause of anxiety and stress for some parents. Open-ended tasks should continue to be set which allow for variable responses from children giving children scope to respond in detail or work away from computers with or without adult support.

Most parents also wanted opportunities for children to see and hear their teachers through videoed lessons or live lessons. Some parents asked us to provide live lessons but for others they felt this would not work for their household so this should be occasional. Staff should provide recorded explanations where possible so this can be replayed and referenced and occasional live opportunities for drop in with adult supervision.

Parents would welcome some opportunities for the whole class to join together so children stay feeling connected with their class.

Staff should be mindful that:

- o   many parents do not have printers
- o   some children only have access to phones to complete work
- o   some parents are using older technology – some apps were only suitable for newer technology
- o   in some families sharing technology occurs during each day

Parents did not want children to be on their computers for too long so the use of videos and digital games should be balanced.

Supporting children in the Early Years Foundation Stage

The school recognises that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum

Subject leads

Subject leads are responsible for:

- -   Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- -   Advising teachers teaching their subject to make sure that work set is appropriate and consistent

Alerting teachers to resources, they can use to teach their subject using government advice.

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

Senior leaders

Senior leaders are responsible for:

- o   Coordinating the remote learning approach across the school
- o   Monitoring the effectiveness of remote learning through consultation with parents and children and staff feedback from stakeholders and direct monitoring of the remote learning VLE.
- o   Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for:

- o   See child protection policy and addendum 26.05.2020. Saved in all staff – child protection or on school website.

IT staff

IT staff are responsible for:

- o   Addressing issues with systems used to set and collect work
- o   Helping staff and parents with any technical issues they're experiencing

- o Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- o Assisting pupils and parents with accessing the internet or devices
- o S. Beard is the IT coordinator and SITTS our service providers for our managed IT system.

Pupils and parents

Staff can expect pupils to:

- o Be contactable during the required times – although they may not always be in front of a device the entire time
- o Complete work to the deadline set by teachers where possible
- o Submit work
- o Seek help if they need it, from teachers or teaching assistants
- o Alert teachers if they're not able to complete work

Staff can expect parents to:

- o Make the school aware if their child is sick or otherwise can't complete work or is finding it too difficult
- o Seek help from the school if they need it
- o Be respectful when making any complaints or concerns known to staff

Governing board

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- o Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information to protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

The school will ensure that

- o Children and families are aware of their obligations under the school's acceptable use policies
- o Children continue to be provided with teaching to be able to keep themselves safe online and offline.
- o Staff are provided with guidance so not as to put themselves in vulnerable or risky situations.
- o Staff have access to support and guidance materials to promote the safe delivery of online lesson

Data

When accessing personal data, all staff members will:

- Have access to the school system from home (excluding administrative system for teachers), including administrative system for Deputy Head, Head teacher and administrators.

- Staff must use school secure computers and computer systems to access the data. Do not use other devices, do not leave your school device open or vulnerable, maintain secure password.

- Do not contact children direct other than via the VLE. Safer use expectations must be upheld – this is to protect you. If you wish to use Zoom or Microsoft teams, you must have explicit permission from Mrs Carter or Mrs Beard and parents will be made aware that they must oversee the interaction to protect children and staff.

- Staff members will not need to collect and/or share personal data such as email addresses and must not write direct to parents – this must be via the admin account so all parties are protected. Administrators have access to parent e mail accounts only so all mail must be via the administration systems to remain compliant as then collection of personal data applies to our functions as a school and doesn't require explicit permissions.

- While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- Not sharing the device among family or friends

- Installing antivirus and anti-spyware software This is managed by SITTS

- Keeping operating systems up to date – always install the latest updates. This is managed by SITTS.

Schools should continue to follow the guidance outlined in the DfE data protection: toolkit for schools (https://www.gov.uk/government/publications/data-protection-toolkit-for-schools) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people

- being careful when sharing usernames and other personal data for access to online resources

- providing access to school data systems safely

<u>Who to contact</u>

If staff have any questions or concerns, they should contact the following individuals:

Issues in setting work – talk to the relevant subject lead or SENCO

Issues with behaviour – talk to the relevant head teacher or safeguarding lead

Issues with IT – talk to Mrs Beard in the first instance and SITTS IT staff if necessary.

Issues with their own workload or wellbeing – talk to the Mrs Fleming Mental health lead or Deputy Headteacher or Head teacher

Concerns about data protection – talk to the data protection officer -Head teacher

Concerns about safeguarding – talk to the DSL J. Carter , S Beard , L Fleming , L McGowan , L Wiggan

Safeguarding governor Jane Courtney

Monitoring arrangements

This policy will be reviewed by J Carter Head teacher.

At every review, it will be approved by the Chair of Governors

Links with other policies

This policy is linked to our:

- o Behaviour policy (and Covid19 addendum)
- o Child protection policy (and Covid19 addendum)
- o Data protection policy and privacy notices
- o Home-school agreement
- o E-safety and acceptable use policies
- o Online safety policy

For reference

Resources and support for Remote Education

DfE Support for Remote Education, https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

DfE Remote Education Good Practice Guide, https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

DfE Remote Education and Safeguarding (includes range of resources and additional useful links) https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Education Endowment Foundation, https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/

United Learning Trust – Resources from DfE webinar on effective remote learning, https://unitedlearning.org.uk/primaryleadership

Chartered College of Teaching: Oak National Academy (webinar recording with updates from Oak National), https://my.chartered.college/2020/09/webinar-how-teachers-are-making-the-most-of-oak-national-academy/

East London Research School: Remote Learning

https://researchschool.org.uk/eastlondon/blogs/remote-learning-what-does-the-evidence-tell-us/

OFSTED, Briefing following Autumn term pilot visits

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923953/Schools_briefing_COVID-19_series_Sept-2020.pdf